

Purpose

The purpose of the school improvement planning process is to establish a clear set of shared goals, aligned with the District strategic plan, that inspire action and align efforts for student growth and achievement.

2016-17 School Improvement Plan Goals Review and Key Reflections

Goal	Results
<p>Kindergarten: We will increase our students' knowledge of letter names and sounds so that 75% will be able to identify all 54 uppercase/lowercase letter names and 75% will be able to identify 24 out of 26 letter sounds when assessed in January 2017.</p>	<p>89% of our students will be able to identify all the letter names and 90% of our students will be able to identify all other letter sounds. This year we again focused our interventions primarily on sounds, aligning our instruction with research, which states that knowledge of sounds is more beneficial for future reading success.</p>
<p>First Grade Math: We will increase Sibley's first grade students' mastery of computation skills so that 75% of students will score a 15 or higher as measured by the DIBELS computation assessment administered in May 2017. In addition, of the 33% of students who scored below the fall benchmark, half of those students (17%) will score a 10 or higher on the DIBELS computation assessment when administered in May 2017. Also, 85% of all first grade students at Sibley will make 10 or more points of growth from their fall to spring scores of the DIBELS math computation assessment when administered in May 2017.</p> <p>First Grade Reading: We will increase the identified target areas on the Words Their Way Primary Spelling Inventory so that 85% (81 of 95 children) of first grade students will demonstrate proficiency through blends when administered the same assessment by May 2017. Additionally, 95% of first graders will demonstrate a 10% (6 feature points) increase in phonological awareness when assessed in May 2017.</p>	<p>On the DIBELS computation assessment given in January 2017, 87% of Sibley first grade students met the winter benchmark goal score of 10 points and 13% did not yet meet the winter benchmark. Additionally, 88% of students did meet the target growth of 5 points while 12% did not yet meet this goal.</p> <p>In May 2017, all first grade students at Sibley were administered the WTW Primary Spelling Inventory and 9% (9 out of 94) did not meet the year-end goal of getting through the blends spelling pattern. This means that 91% have met our year-end goal. This demonstrates we have met our SMART goal of 85% of students mastering the blends or higher patterns. Additionally, 5% of students did not meet their 6-point target growth on the WTW Primary Spelling Inventory. This means that 95% of students have met their 6-point target growth, which indicates we have met this part of our SMART goal.</p>
<p>Second Grade: By the fall of 2017, 50% of Sibley 2nd graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall.</p>	<p>77% of 2nd graders assessed in the middle of the year met the grade level benchmark for fluency as assessed by the DORF. More information to follow in October 2017.</p>
<p>Third Grade: 70% of students will show proficiency in the informational text strand of the reading MCA test Spring of 2017.</p>	<p>Exactly 70% of third graders were proficient in the informational text strand of the 2017 Reading MCA. Goal met.</p>
<p>Fourth Grade: By the fall of 2017, 70% of Sibley 4th graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.</p>	<p>TBD October 2017.</p>
<p>Fifth Grade: 100% of all 5th grade students will achieve medium or high growth from Reading MCA 2016 to Reading MCA 2017.</p>	<p>At the time of the 5th grade reading MCA, 73% of 5th grade students met or exceeded expectations. 49% of students met expectations, 24% exceeded, 16% partially met, and 11% did not meet. As for growth, 28% of students made low growth, 47% made medium growth and 27% made high growth. Overall, 74% of 5th graders made medium to high growth.</p>

By the Spring of 2017, 100% of EL students in grades 4 and 5 will have positive z scores as measured on the MCA Math Assessment.	65% of 4 th and 5 th grade EL students had positive z scores as measured on the 2017 MCA Math Assessment (cell size = 8 total students).
To improve student behaviors with implementation of best practices, staff will engage in the 4:1 praise to Reprimand Ratio as measured by classroom observation.	In the Fall of 2016, 19% of staff met the 4:1 Praise to Reprimand Ratio. In the Spring of 2017, 40% of staff met the 4:1 Praise to Reprimand Ratio.

Key Reflections:

The PLC SMART goals at each grade level were stretch goals and based on prior MCA data, data gathered at RSG Day in 2016 or the first few weeks of school. Key reflections in these areas indicate PLC teams were laser focused on their goals and student achievement was raised because of their efforts. The key reflections for both Reading and Mathematics MAP data will be shared with the Northfield Board of Education at an October meeting due to the timing of the MAP assessments. In regards to the z scores for our EL students, our cell size was extremely small with only 8 total students.

2017-18 School Improvement Plan Goals, Strategies and Evaluation

Goal	Strategies	Evaluation
<p>All students will demonstrate at least one year’s growth in reading fluency and comprehension.</p> <p><i>Strategic Plan Alignment: “Robust core subject instruction” and “Equitable opportunities and support for all career and college paths.”</i></p>	<ul style="list-style-type: none"> • Teachers continue to practice Reader’s Workshop to allow for differentiated instruction. • Identify students performing below grade level and match interventions to student needs. • PLC Team Work. • Flexibly group students to differentiate reading instruction. • Provide small group reading support for students below grade level. • Provide Staff Development Sessions at Monthly Staff Meetings. • Provided PRESS Professional Development-Pathway to Excellence in School Sites training to new staff. 	FAST, DIBELS, BAS, MAP, and/or MCA.
<p>All students will demonstrate at least one year’s growth in math.</p> <p><i>Strategic Plan Alignment: “Robust core subject instruction” and “Equitable opportunities and support for all career and college paths.”</i></p>	<ul style="list-style-type: none"> • Include a minimum of a 60-minute block of instructional time for math daily (K-5). • Implement and supplement the updated Everyday Math curriculum (EM4). • Provide EM4 training (required and optional). • Create digital presentations for EM4. • Train Accelerate Northfield tutors to administer math interventions. • PLC Team Work. • Identify students performing below grade level and matched interventions to student needs. • Minnesota Math Corps. • Celebrate Math Week. 	MAP, MCA.
<p>To improve student behaviors with implementation of best practices, staff will engage in the 4:1 Praise to Reprimand Ratio as measured by classroom observation.</p>	<ul style="list-style-type: none"> • Conducted All School meetings implemented/or modeled in Responsive Classroom and support new SEL curriculum. 	Classroom observation data collection.

<p><i>Strategic Plan Alignment: “Building and fostering relationships – commitment to social/emotional health for all” and “Equitable opportunities and support for all career and college paths.”</i></p>	<ul style="list-style-type: none"> • Implement/Review school wide lunchroom expectations and routines – grade level visits. • Conduct weekly student support team meetings addressing concerns in math, reading and behaviors. • Teach self-regulation groups including students identified by classroom teachers. • Introduce SEL curriculum. • Share 4:1 Behavior Specific Praise Presentation to new staff. 	
--	---	--

Summary

Moving forward, we will begin to implement strategies tied to the SEL curriculum in conjunction with Responsive Classroom that has been a part of the Sibley fiber for over a decade. We will continue to address both Reading and Mathematics goals with vigor. Last year, we rolled out the EM4 Math curriculum and we noticed a significant implementation dip in grade 5 when we compared MCA scores from 2017 to previous year. That will be addressed as we move forward.